

2010

SUSTAINABILITY REPORTING OF THE TOP 50 LIBERAL ARTS COLLEGES*

PACIFIC SUSTAINABILITY INDEX SCORES
A benchmarking tool for online sustainability reporting



**HELPING COMMERCE
HELP NATURE**

** Claremont McKenna College intentionally omitted from the rankings*

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The Roberts Environmental Center has been the foremost analyst of corporate sustainability reporting for over a decade. We analyze corporate online disclosure using our Pacific Sustainability Index (PSI) and publish the results on this website.

Industrial Sector**	2004	2005	2006	2007	2008	2009
Aerospace and defense			X			
Airlines				X		
Banks, Insurance					X	
Chemicals	X		X			X
Computer, Office Equipment, and Services				X		
Consumer Food, Food Production, & Beverages		X		X		X
Electronics and Semiconductors	X		X		X	
Energy and Utilities*		X	X			X
Entertainment				X		
Food Services				X		
Forest and Paper Products		X		X		X
General Merchandiser				X		
Homebuilders				X		
Industrial and Farm Equipment			X			X
Mail, Freight, & Shipping			X			
Medical Products & Equipment			X			
Metals, Mining, Crude Oil*			X			
Metals					X	
Mining, Crude Oil				X		
Motor Vehicle and Parts	X		X			X
Oil and Gas Equipment				X		
Petroleum and Refining	X			X		
Pharmaceuticals	X		X	X		X
Scientific, Photo, & Control Equipment				X		
Telecommunications, Network, & Peripherals						X
Utilities, Gas, and Electric						X

* Multiple-sector category was separated in later years.

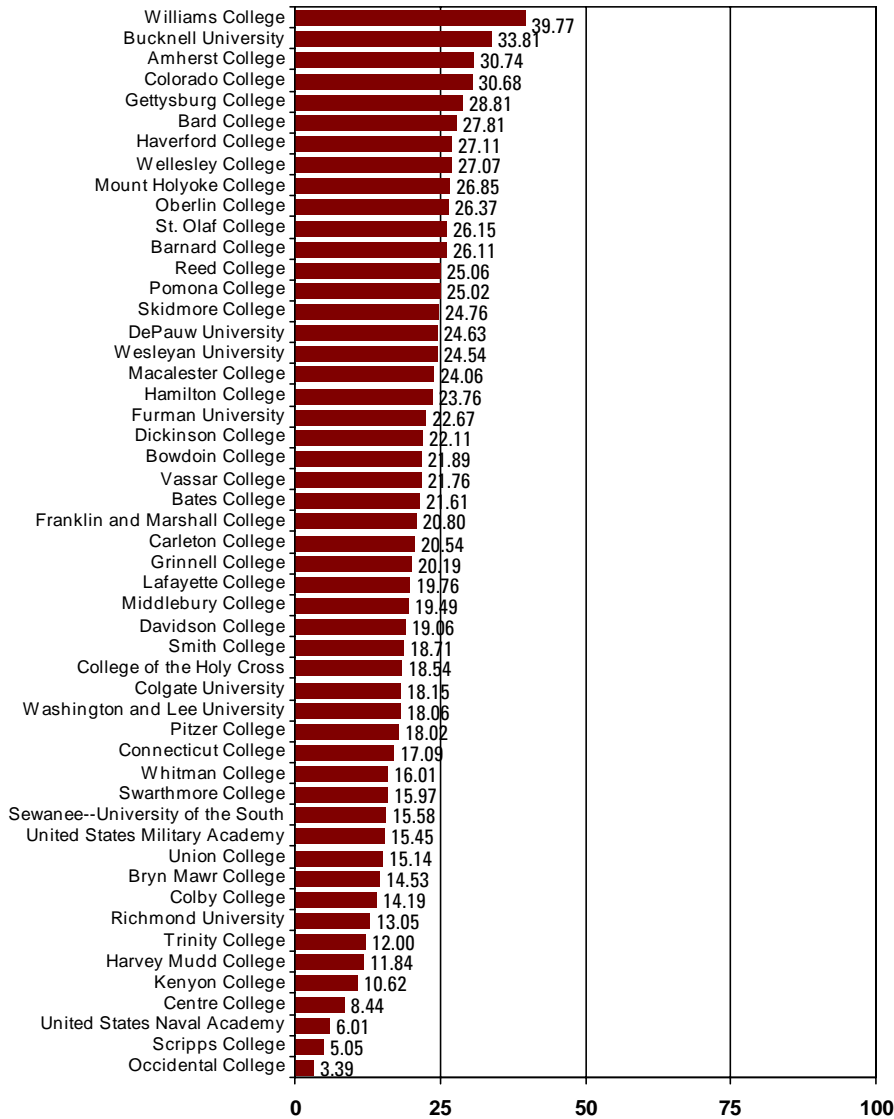
**As of February 2010.

The goal of corporate report analysis conducted by the Roberts Environmental Center is to acquaint students with environmental and social issues facing the world's industries, and the ways in which industry approaches and resolves these issues. The data presented in this report were collected by student research assistants and a research fellow at the Roberts Environmental Center. Copyright 2010 © by J. Emil Morhardt. All rights reserved.



SUSTAINABILITY REPORTING OF THE TOP 50 LIBERAL ARTS COLLEGES*

COLLEGE RANKINGS



A+	Williams College
A-	Bucknell University
B+	Amherst College
B+	Colorado College
B+	Gettysburg College
B	Bard College
B	Haverford College
B	Wellesley College
B	Mount Holyoke College
B	Oberlin College
B	St. Olaf College
B	Barnard College
B	Reed College
B	Pomona College
B-	Skidmore College
B-	DePauw University
B-	Wesleyan University
B-	Macalester College
B-	Hamilton College
B-	Furman University
B-	Dickinson College
B-	Bowdoin College
B-	Vassar College
B-	Bates College
C+	Franklin and Marshall College
C+	Carleton College
C+	Grinnell College
C+	Lafayette College
C+	Middlebury College
C+	Davidson College
C+	Smith College
C+	College of the Holy Cross
C	Colgate University
C	Washington and Lee University
C	Pitzer College
C	Connecticut College
C	Whitman College
C	Swarthmore College
C	Sewanee--University of the South
C	United States Military Academy
C	Union College
C-	Bryn Mawr College
C-	Colby College
C-	Richmond University
C-	Trinity College
C-	Harvey Mudd College
D+	Kenyon College
D+	Centre College
D	United States Naval Academy
D	Scripps College
D-	Occidental College

This report is an analysis of the voluntary environmental and social reporting of colleges* on the U.S. News and World Report's Colleges and Universities rankings. Data were collected from corporate websites during the initial analysis period in the Fall of 2009.

*Intentionally omitting Claremont McKenna College which ranks 11th on the U.S. News and World Report list.



DIRECTOR'S FOREWORD

This is our second sector report on College and University sustainability reporting. The first, in 2007, covered only a few institutions, all we could find that mentioned the subject on their websites. In just three years there has been a revolution with just about every institution we look at addressing the issues, and many having extensive coverage. In fact so many of these institutions are reporting we have decided to produce separate reports on the top 50 Liberal Arts Colleges and the top 50 American national universities, based on U.S. News and World Report 2009 rankings. We have omitted our own institution (which is ranked 11th by U.S. News and World Report) not because we think our reporting is inferior, but because we don't think that we should be the ones judging it.

One question that might come to mind, particularly since so many colleges are now reporting, is why Williams College, which we ranked highest, only receives 40% of the possible points on our metric, the Pacific Sustainability Index (PSI), when the top-ranked companies receive 60% or more?

Part of the answer is that the scholarly institutions are marching to a different drummer. Industry has almost universally adopted the sustainability reporting guidelines of the Global Reporting Initiative (GRI), an international industry-supported effort to specify appropriate reporting in excruciating detail for just about every conceivable aspect of environmental and social corporate activity. Even though the PSI does not map the GRI guidelines very closely, it does address most of the issues covered by GRI, many of which are hardly ever mentioned by colleges.

Colleges, on the other hand, seem not to have heard of GRI, and seem instead to be driven by the Association for Advancement of Sustainability in Higher Education (AASHE) and the associated American College & University Presidents Climate Commitment (ACUPCC), as well as the Sustainability Endowments Institute (SEI) and its College Sustainability Report Card at greenreportcard.org.

The GRI G3 reporting guidelines cover a lot more ground than these college-specific efforts, in particular information about manufacturing (in which most institutions of higher learning do not engage), and social responsibility to employees and external communities (in which colleges are certainly engaged, but report externally only haphazardly). Furthermore, students are not employees, and faculty are often treated differently than staff, so there tend to be multiple codes of conduct, different sorts of benefits, and different demographics, decreasing further the parallels with business enterprises and complicating the process of GRI-style reporting even if colleges were so inclined.

So, the PSI covers more ground than colleges normally consider reporting, and it lacks the emphasis on fiscal transparency that makes up a third of SEI's College Sustainability Report Card grade. Finally, the PSI is based entirely on the material freely available on college web sites, while the College Sustainability Report Card depends entirely on completion of a detailed questionnaire. We have looked at the detailed questionnaires for all of the colleges that chose to make them publicly available on greenreportcard.com, and the level of sophistication in filling them out appears to be about as variable as the inclusion of sustainability information on college web sites.

In other words, even colleges that attempt to report their sustainability, either online or in response to questionnaires, are often not very good at it. We judge that neither the PSI nor the College Sustainability Report Card does a good job yet at capturing the actual sustainability of colleges. This will change as external grading becomes more widely cited, providing stronger incentives for high quality sustainability reporting and performance.



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January 22, 2010



STUDENT INVOLVEMENT

By: Markus Kessler & Tigist Kassahun

In 2009, students at the nation's top Liberal Arts Colleges exhibited a genuine commitment to sustainability through involvement in and leadership of organizations, initiatives, and achievements. Like movements in the past, students today play an important role in colleges and universities nationwide committing them to a more sustainable future. It is largely the ambition and passion of students that creates institutional change in the college communities. Here is just a glance at how a few college students are leading the way in student involvement on their campuses.

Gettysburg College has a diverse array of student-initiated and managed programs, organizations, and sustainability positions in which students are portrayed as major players in sustainability programs. Student groups include the Gettysburg Environmental Concerns Organization and Gettysburg Research and Action by Students for Sustainability. Student environment leaders at Gettysburg College were vital in developing the campus-wide Sustainability Advisory Committee, initiating the college-wide compost program, authoring a seventeen page campus-wide sustainability proposal, creating and managing the Painted Turtle farm, which provides produce for the local food bank and the campus Dining Center, and creating the R3 House, where residents commit to reducing, reusing, and recycling. Additionally, first year students are introduced to sustainability initiatives by student leaders upon their arrival on campus. These are only a few of numerous initiatives students at Gettysburg have been involved with to commit to a more sustainable future.

Bowdoin College is another example of the important role student involvement plays in maintaining an environmentally responsible campus community. Bowdoin has a great campus group called EcoReps. Students fill these positions and function as liaisons between the students and the administration on campus-related environmental issues. This program has been very successful in addressing and prompting sustainable living practices, especially within first year dorms. The student-run organization, Sustainable Bowdoin, meets monthly to discuss and implement sustainable initiatives. Some of the campus' sustainable practices such as the campus composting program were initiated by Sustainable Bowdoin. Additionally, as a means of promoting green living, the campus has three EcoMascots whose visible campus presence reminds students of their ability to contribute to a greener future.

Pomona College cultivates an environment committed to sustainability, and this is exceedingly clear through the involvement of the student body. Pomona's student-run Green Bikes program loans bikes to students for free at the beginning of each semester and runs a sustainable repair shop year round. The program also offers workshops and events to promote and educate about the use of alternative and green modes of transportation. Pomona's unique Sustainability Action Fellowship provides the opportunity for students to be involved in coordinating sustainability outreach and researching other campus' sustainable efforts in order to better Pomona's green goals. The student held position must be applied for and can also count for one full course credit.

The Clean Sweep and ReCoop initiative was started by Pomona students and has radically reduced Pomona's waste production. Students involved in Clean Sweep spend two weeks collecting thousands of items left in the residence halls at the end of each school year. The items collected in this process are sold through Pomona's ReCoop, which puts on a large sale at the beginning of the year and maintains an on-campus store for the remainder of the school year.

Examples of original, zealous, and effective student involvement in sustainability efforts such as these can serve as truly inspiring influences to other colleges, as well as to other college students.



LANDSCAPING

By: Joe Swartley

Different ways of landscaping can greatly affect the sustainability of a college and its efforts to become more environmentally conscious. In the analysis of the top 50 Liberal Arts Colleges we saw a great variety of initiatives being implemented across the nation to reduce use of water, fertilizer, and pesticide and to utilize more native plant species that fit the specific region and climate of the campus. Many of these projects are very simple and require few changes to make an impact, while others involve a complete transformation of landscaping techniques and often have a more significant impact. Sustainable grounds management and landscaping has taken large leaps over the past few years and colleges seem to be applying these practices in light of both financial and environmental concerns.

The most obvious changes that campuses are making involve water usage and irrigation efficiency. For example, in 2007, Harvey Mudd College issued a report estimating that over half of its water usage was unnecessary. To tackle this problem the college switched many of its sprinkler systems to drip lines and continues to do so. Since their implementation, the school has saved an average of eight million gallons of water per year, enough to fill over 12 Olympic-sized swimming pools. This drip irrigation system, along with many of the drip lines put in place on campuses, is situated underground so it can feed water directly to the plant roots and is connected to a central computer and weather station that monitors soil conditions. The computer can calculate how much watering is necessary for each line system based on real-time humidity, rainfall, wind, and moisture content in the soil.

Oberlin College operates and maintains a unique and sustainable water system that reuses all grey water from indoor facilities such as toilets, sinks, and showers. Oberlin's "Living System" processes this wastewater through natural purification methods used by wetlands and methods used by municipal wastewater treatment facilities. Water processed through this system is reused in the college's toilets and irrigation. Treatment systems such as this can recycle thousands of gallons of water per day, thus saving the college money and minimizing its environmental impact.

Native plants are another crucial element of sustainable landscaping on college campuses. The wave to plant more native (and often times more drought-tolerant) species of plants has reduced water usage during irrigation, helped to battle invasive-species, promoted healthier vegetation, and created a home for native animals and insects around the campus. By returning a habitat to its former state, low-maintenance ecological systems can prosper. Native plants are already adapted to the climate and are programmed to survive through dry summers and wet winters without extensive irrigation or fertilizer or pesticide use.

The majority of the colleges analyzed practice Integrated Pest Management (IPM) as a means of grounds maintenance. IPM is a widely used strategy to deal with landscape and structural pests while drastically reducing the use of pesticides that may harm the environment, people, or surrounding property. This approach involves pest prevention, observation, and intervention. If pests reach an unacceptable level, physical actions (hand picking, mulching, pruning, etc.) are used to eradicate or control the pest. Biological controls (introduction of beneficial insects, fungi, nematodes, etc.) are then used if other actions did not work, followed by chemical controls (pesticides) as a last resort. IPM has been in use for over 30 years and continues to evolve into a more sustainable and ecological approach that works to maintain healthy plant systems. As colleges experiment with IPM and landscaping techniques specific to their campuses, they can envision a more sustainable future.



GREEN BUILDINGS

By: Jaclyn D’Arcy & Charles Butler

Colleges around the United States are investing in green buildings to reduce their carbon footprints. From low-flow showers and toilets to geothermal and solar thermal heating systems, colleges are making an effort to decrease greenhouse gas emissions. Through certifications like LEED, Green Seal, and Energy Star, colleges can be evaluated by third party regulators and to encourage sustainable practices.

Leadership in Energy and Environmental Design—LEED—is a rating system created and used by the United States Green Building Council (USGBC) to rate levels of environmental sustainability in construction. Ratings are based on a point system in which buildings receive a point for each prerequisite they complete. Prerequisites review water efficiency, sustainable practices on the construction site, efficient energy use, source of materials and other resources, indoor environmental quality, and innovative building design techniques. The specific criteria change depending on the type of buildings being constructed and are constantly being updated. LEED certifications are available for new constructions, older buildings, homes, schools, neighborhood developments, and a variety of other buildings. If a college wishes to have a LEED inspection, it simply submits a report to the USGBC and waits for the report to be reviewed. Building may receive a platinum LEED, gold LEED, silver LEED, or bronze LEED certification, depending on points received in the report.

Most Colleges and Universities are building new LEED-certified buildings and renovate current buildings to meet LEED standards. Some colleges prefer to focus on the source of the building material and use local products to help improve the environment, while others focus on efficiently using natural resources. For example, Middlebury College was able to purchase 80% of its construction materials as recycled or reclaimed. Colleges compete to have the highest LEED certification and the most LEED certified buildings. In some cases they incorporate sustainable practices not included in the official LEED list. Colleges understand that a more environmentally friendly work and living environment will ensure healthier more productive students. Some colleges use Green Seal products and Energy Star devices to help satisfy some LEED prerequisites and to improve the overall sustainability efforts of the college.

Green Seal is an independent non-profit third party certification organization that certifies environmentally sustainable products for the marketplace. Products that have the Green Seal Label have undergone an intense review to discover what their impact will be on the environment and quality of human life. The review focuses on the entire lifecycle of the products from the harvesting of the resource necessary to construct them until the product are discarded.

Colleges wanting to discourage non-green consumption frequently purchase as many Green Seal product as possible. Green Seal products seem to work just as well if not better than other products but with significantly fewer health risks because of a reduction in toxins.

Energy Star is a certification given to products that are deemed to use energy efficiently. This certification is based on a set of criteria agreed to by the United States Environmental Protection Agency and United States Department of Energy. The specific set of criteria varies from product to product. Energy Star products use less energy than their conventional counterparts, allowing colleges to redirect these resources into other programs to help improve the quality of the school. Colleges sometimes reduce their carbon footprints in ways not included in certification processes, for example, by planting gardens on the roofs of their buildings to increase insulation and be visibly “green”. Whether it is new building projects, renovation of existing dorms and building, or just replacing incandescent light bulbs with compact fluorescent ones and using eco-friendly cleaning products, colleges are recognizing the importance of green building and purchasing and are instilling these decisions into their students.



FOOD RECYCLING AND PURCHASING

By: Marissa Garvin and Quentin Jones

The colleges leading in sustainability have implemented formal policies encouraging local food purchasing, and many also purchase food from organic providers including those specifying “cage-free eggs”, “confinement-free meat products”, and “hormone and antibiotic-free dairy products.” “Fair Trade Certified” products are imported from developing countries at a higher price to promote sustainability there. Putting these labels on the food products brings increased awareness to students of sustainable food purchasing and growing practices. Some colleges have their own gardens or farms on or near campus that provide some food to the dining halls. Excess prepared food is donated to soup kitchens or other organizations where it will not go to waste. Dining facilities are almost all becoming “tray-less” to decrease the amount of waste per individual and the costs of washing trays. Dishware that is disposable is often made of “post-consumer recycled content” and is biodegradable or compostable. Used cooking oil is processed into bio-diesel fuel, which emits less particulate matter than petroleum diesel fuel and is nominally “carbon-neutral” to the degree it is of plant origin. Materials that market dining facilities are printed on recycled paper. Napkins are made from recycled paper and dispensed one-at-a-time to minimize waste.

Student sustainability coordinators often facilitate ongoing student dialogue on how to become more environmentally sustainable and act as ambassadors for new sustainable initiatives. Sustainability councils can create policies intended to decrease the impact of the dining facilities on the world at large. An interesting program tried by Sewanee College is an inter-dorm competition to reduce overall waste through both food composting and office recycling. Comments and suggestions on sustainability are solicited via e-mail and responses are displayed at dining facilities. The colleges can set criteria to ensure a margin of sustainable practice for a potential supplier. Dining facilities offer financial incentive for individuals to utilize reusable containers.



GREEN PURCHASING

By: Daria Dulan

Green purchasing is the affirmative selection and promotion of products and services that most effectively minimize negative environmental impacts over their life cycles. Some examples are products and processes that conserve energy and water, minimize waste and release of pollutants, and use energy from renewable resources. Others are products that are manufactured from recycled materials, that can be reused or recycled, and use alternatives to hazardous or toxic chemicals and radioactive materials.

It is important that our higher education institutions practice and promote green purchasing in order to lead the communities surrounding them by example. The colleges reviewed in this report have almost all made some kind of commitment to be more sustainable and one easy and cost-efficient way of doing so is to practice green purchasing. Green purchasing at the colleges occurs in many forms, from having a budget to purchase locally grown foods in the dining halls to providing Energy Star light bulbs to students and faculty.

Barnard College is an example of minimal, yet significant, practices of green purchasing. When possible, all student room renovation projects use Energy Star appliances, low VOC paints, low or formaldehyde-free millwork, linoleum flooring, recycled glass countertops, occupancy sensors, and low flow toilets and shower heads. In addition, the Department of Residential Life has established a sole vendor program with a company that has a set of eco-friendly operating guidelines for the purchase of residential hall furniture. There is not much information describing Barnard's promotion of green purchasing to the students.

Haverford, on the other hand, goes beyond expectations when it comes to practicing green purchasing on campus. Over half of Haverford College's fleet consists of golf carts, which are electric and its faculty and staff are offered pretax incentives on public transportation. Haverford has a committee dedicated to holding people on campus accountable for progressing towards sustainability. There is also a student garden at Haverford in which compost from the dining halls is collected and added to the soil. Also in the student dining halls, locally processed foods account for about one-third of the college's food budget.

It is common for schools to change the types of paper they purchase when practicing green purchasing. For instance, Most of Hamilton's high-volume, high-end publications printed off-campus are now Forest Stewardship Council (FSC) certified, printed on recycled paper stock containing post-consumer waste (PCW). FSC certification is the "gold standard" in printing and sustainability. In order to be FSC certified, the publication must follow a stringent "chain-of-custody" from the forest, to the paper manufacturer, to the paper merchant, to the printer. In addition, all of the copy paper used in printers and copiers across campus is 100 percent recycled.

There are many other things that are common among this group of colleges when it comes to promoting green purchasing to students. On many of the websites, there are lists of appliances or materials that are energy efficient and the schools encourage their students to buy these products as opposed to other, less efficient products. Overall, green purchasing is an important aspect of sustainability and it is one of the easiest ways to get everyone involved in becoming more sustainable.



TRANSPORTATION INITIATIVES

By: Bukola Jimoh & Grace Beck

Just as many corporate businesses are undertaking sustainable transportation initiatives to minimize their environmental impact, colleges too are expanding on their “green” transportation options. After scoring the Top 50 Liberal Arts Colleges in 2009 using each college’s web pages and the PSI database, we were able to determine which colleges are putting the most effort and money into sustainable transportation options for students and faculty.

Every college on the list claimed to have several alternative transportation programs. The most common of these includes Zipcar, a program through which students can rent a hybrid vehicle by the hour or day. This program provides a sustainable transportation option to those students who don’t have cars on campus. In addition, student-run bike rental and repair programs are a norm at almost every college on the list. Most schools, such as Pomona College, have “green” bike programs through which bikes can be checked out by the day or week. At some schools, these bike rental programs are free of charge in order to encourage students to bike around campus rather than drive. At others, the costs are minimal.

Many colleges with large campuses or harsh weather conditions, such as Colgate College, provide a free shuttle service around campus for students and faculty. Most of these shuttles are equipped with EPA-approved low-emission diesel engines or run on biodiesel, both of which are green alternatives to petroleum. In general, the top 50 Liberal Arts Colleges are headed in the right direction in terms of their green transportation initiatives. Some colleges in particular, however, are paving the way towards the improvement of alternative transportation on college campuses.

The Claremont Colleges, for example, offer monetary incentives to employees who walk, bicycle, use public transportation, or carpool to work. This practice encourages employees to cut down on their individual carbon footprints, which in turn cuts down on the colleges’ overall environmental impact. Similarly, Smith College initiated a “parking opt-out” program that pays faculty and staff not to drive to work. Smith also provides discounted parking permits to carpool groups at one-fifth of the cost of a regular permit. Another notable program is Smith College’s “Bicycle Kitchen.” Unlike other bike-sharing programs now common at Liberal Arts Colleges, Smith’s program rents bicycles to students for the entire semester for \$15. The program allows students to have easy, cheap continuous access to emissions-free transportation. In total, approximately 22% of Smith College’s faculty and staff use more-sustainable forms of transportation. Like Smith College, Macalester College offers incentives to students and faculty who carpool. The college designates priority parking spaces for low-emission vehicles and carpoolers. Along with offering subsidized bus passes and restricting student-parking permits, these initiatives help Macalester toward its goal to reduce single-occupancy vehicles by at least 50% by 2025.

Dickinson College’s Biodiesel Project is another noteworthy transportation initiative. The student-run project recycles waste vegetable oil from nearby restaurants into biofuel for biodiesel vehicles. Union College also participates in a biofuel project by recycling waste oil used in dining services. Union college estimates that the recycling of waste oil diverts hundreds of gallons of waste oil from landfills to “clean, closed loop fuels.” Both programs contribute to efforts by all the colleges to reduce the disposal of waste and the consumption of petroleum fuel.

Like corporations, colleges are becoming more concerned with developing sustainable transportation initiatives. While not all of the colleges have extensive sustainable transportation programs in place, progress will undoubtedly be made in the future. Transportation projects implemented at colleges such as Smith, Macalester, and Dickinson provide exceptional models for other Liberal Arts Colleges. Their leadership and innovation will encourage other colleges to follow their example and promote sustainable transportation on college campuses.



COMMUNITY DEVELOPMENT

By: Bianca E. Garcia

Involvement in the community is a key component when it comes to sustainability. For a college to be successful in its sustainability efforts, it is necessary to involve community support and outreach. Several colleges have implemented programs that are geared towards their college community as well as their local community. Colleges have also performed research about their outside community so that they can better understand how to meet the needs of the community in order to become more sustainable.

DePauw University has a community service program in Greencastle and in the Putnam community. This program not only addresses the green aspect of sustainability, but also addresses issues of social justice. The DePauw Community Service (DCS) takes action in schools, shelters, nursing homes, and a variety of other community agencies. This program provides an understanding of community dynamics which is necessary in understanding the needs of the community.

DePauw also has another program called the DePauw Environmental Club. This club focuses more on environmental awareness. The members participate in programs and activities in the DePauw and Greencastle community and use their efforts to promote awareness through education. Members of this club practice sustainable living activities such as recycling, composting, Energy Wars, carbon reduction policies, and other activities that encourage the local community to lower their impact on global warming.

Another college with strong community initiatives is Mount Holyoke College. It has a Center for the Environment that is dedicated to connecting "People, Community, and Earth" which assists students in making connections that assist them in understanding environmental concepts within their community and in their lives. This center also supports the exploration of social, cultural, historical, political-economic, and scientific dimensions of environmental concerns and allows students to dig into their community and make direct connections between the world of academia and real-world issues.

Mount Holyoke also has an Environmental Action Coalition (EAC). Its mission is to educate and engage the college community in ecological responsibility, which locally as well as globally focused. This group encourages students to analyze their impact on immediate as well as larger environments. It achieves these goals through a process of interactive campaigns, collective learning, and community involvement that extends past the college campus.

One of the many programs directed by the EAC is The Farm, on the outskirts of the campus, intended to increase the purchase of locally grown food. The EAC is also hoping to start a community garden soon, as well as a greenhouse and education center to be available to students, faculty, staff, and community members.

Mount Holyoke is also participating in a larger program called Focus the Nation. This program for the college as well as from the outside community, focuses on global warming awareness, discussion, and action. Mount Holyoke is working closely with its community to create a plan that will ensure the success of this program.

Sustainability is a communal effort. Successful sustainability programs require research on not only a topic, but also the surrounding environment. Without understanding the needs of a community, it is difficult to provide for it. Without the support or involvement of the community, it can be difficult to achieve sustainable success.



THE PACIFIC SUSTAINABILITY INDEX (PSI) OVERVIEW

THE PSI SCORING SYSTEM

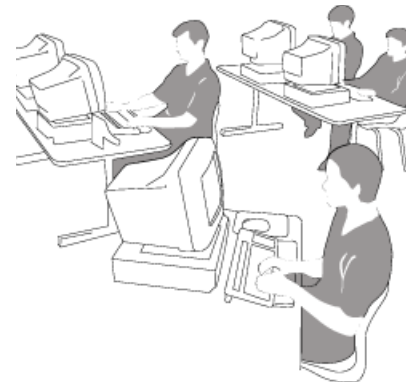
The Pacific Sustainability Index (PSI) uses two systematic questionnaires to analyze the quality of the sustainability reporting—a base questionnaire for reports across sectors and a sector-specific questionnaire for institutions within the same sector. The selection of questions is based on, and periodically adjusted to, the most frequently-mentioned topics in over 1,900 corporate sustainability reports analyzed from 2002 through 2009 at the Roberts Environmental Center.

THE ROBERTS ENVIRONMENTAL CENTER

The Roberts Environmental Center is an environmental research institute at Claremont McKenna College (CMC). Its mission is to provide students of all the Claremont Colleges with a comprehensive and realistic understanding of today's environmental issues and the ways in which they are being and can be resolved--beyond the confines of traditional academic disciplines and curriculum--and to identify, publicize, and encourage policies and practices that achieve economic and social goals in the most environmentally benign and protective manner. The Center is partially funded by an endowment from George R. Roberts (Founding Partner of Kohlberg Kravis Roberts Co. and CMC alumnus), other grants, and gifts, and is staffed by faculty and students from the Claremont Colleges.

METHODOLOGY

Student analysts download relevant English language web pages from the main College web site for analysis. Our scoring excludes data independently stored outside the main corporate web site or available only in hard copy. When a College subsidiary has its own sustainability reporting, partial credit is given to the parent company when a direct link is provided in the main corporate web site. We archive these web pages as PDF files for future reference. Our analysts use a keyword search function to search reporting of specific topics and, they fill out a PSI scoring sheet (<http://www.roberts.cmc.edu/PSI/scoringsheet.asp>), and track the coverage and depths of different sustainability issues mentioned in all online materials.



SCORES AND RANKS

When they are finished scoring, the analysts enter their scoring results into the PSI database. The PSI database calculates scores and publishes them on the Center's web site.

WHAT DO THE SCORES MEAN?

We normalize all the scores to the potential maximum score. Scores of subsets of the overall score are also normalized to their potential maxima. The letter grades (A+, A, A-, B+, etc.), however, are normalized to the highest scoring company analyzed in the report. Colleges with scores in the highest 4% get A+ and any in the bottom 4% get F. We assign these by dividing the maximum PSI score obtained in the sector into 12 equal parts then rounding fractional score up or down. This means that A+ and F are under-represented compared the other grades. The same technique applies to the separate categories of environmental and social scores. Thus, we grade on the curve. We assume that the highest score obtained in the sector and any scores near it represent the state of the art for that sector and deserve an A+.



PSI SCORING IN A NUTSHELL

Our analysis of sustainability reporting has a set of basic topics applied to all organizations as well as a series of sector-specific topics. The topics are divided into environmental and social categories—the latter including human rights—and into three types of information: 1) intent, 2) reporting, and 3) performance.

1. INTENT

The “Intent” topics are each worth 2 points; 1 point for a discussion of intentions, vision, or plans, and a 1 point for evidence of specific actions taken to implement them.

2. REPORTING

The “Reporting” topics are each worth 5 points and are either quantitative (for which we expect numerical data) or qualitative (for which we don’t).

For quantitative topics, 1 point is available for a discussion, 1 point for putting the information into perspective (i.e. awards, industry standards, competitor performance, etc., or if the raw data are normalized by dividing by revenue, number of employees, number of widgets produced, etc.), 1 point for the presence of an explicit numerical goal, 1 point for numerical data from a single year, and 1 point for similar data from a previous year.

For qualitative topics, there are 3 criteria summed to 5 points: 1.67 points for discussion, 1.67 points for initiatives or actions, and 1.67 points for perspective.

3. PERFORMANCE

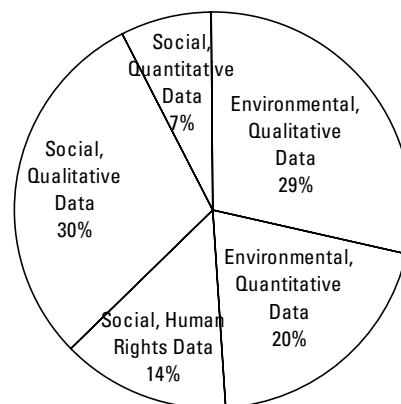
For each “Reporting” topic, 1 or 2 performance points are available.

For quantitative topics, we give 1 point for improvement from the previous reporting period, and 1 point for better performance than the sector average (based on the data used for this sector report normalized by revenue).

For qualitative topics we give 1 point for any indication of improvement from previous reporting periods, and 1 point for perspective.

The 11 “human rights” topics are scored differently, with 5 “reporting” points; 2.5 points for formally adopting a policy or standard, and 2.5 points for a description of monitoring measures. In addition, there are 2 “performance” points; 1 point for evidence of actions to reinforce policy and 1 point for a quantitative indication of compliance.

DISTRIBUTION OF SCORES BY TOPICS

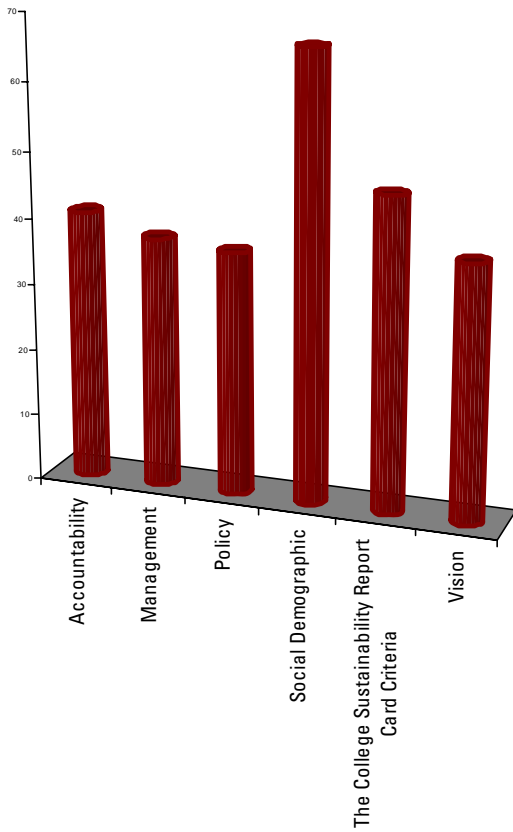




LIBERAL ARTS COLLEGES

SOCIAL INTENT TOPICS

Percent of total possible score for all colleges combined.



- * **Accountability**
 - 51 Health and Safety, or Social organizational structure
 - 54 Third party validation
- * **Management**
 - 17 Workforce profile: Ethnicities/Race
 - 18 Workforce profile: Gender
 - 52 Workforce profile: Age
 - 53 Emergency preparedness program
 - 82 Employee training for career development
- * **Policy**
 - 45 Social policy statement
 - 47 Code of conduct or business ethics
 - 49 Supplier screening based on social or environmental performance/ Supplier management.
- * **Social Demographic**
 - 80 Employment for individuals with disabilities
- * **The College Sustainability Report Card Criteria**
 - 288 Formal Sustainability Commitments
 - 292 Student involvement
 - 294 Endowment Transparency.
 - 295 Investment Priorities.
 - 296 Shareholder Engagement.
- * **Vision**
 - 42 Social visionary statement
 - 43 Social impediments and challenges

Notes:

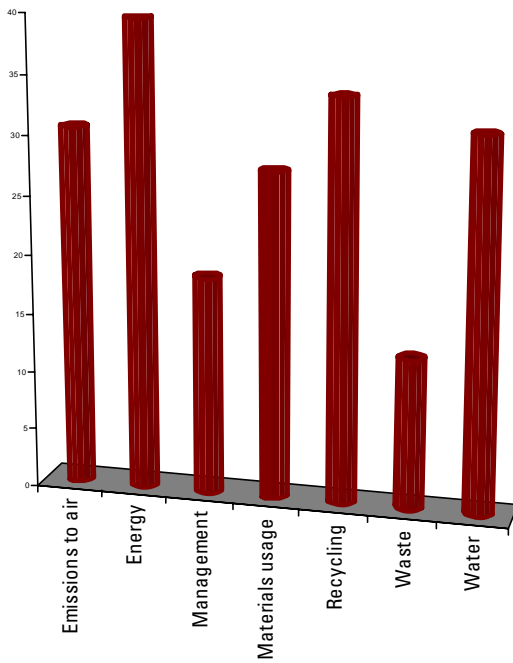
* These numbers correspond to the numbers in the PSI questionnaire. Items with numbers higher than 99 are sector specific questions.



LIBERAL ARTS COLLEGES

ENVIRONMENTAL REPORTING TOPICS

Percent of total possible score for all colleges combined.



- * Emissions to air**
- 111 Greenhouse gases, total
- 112 Carbon dioxide (CO2) or equivalents (i.e. GHG)
- * Energy**
- 26 Energy used/consumption
- 27 Renewable energy consumption
- * Management**
- 38 Environmental notices of violation
- 39 Environmental expenses and/or investments
- 40 Environmental fines
- 163 Transportation Initiatives
- 164 Comparative Reporting
- 165 Land Use
- 2499 Procedures for selecting environmental performance indicators used by the company
- 2599 Rationale for environmental initiatives and mitigations
- 5499 Rationale for goals and targets
- * Materials usage**
- 146 Green Material Used
- 161 Pesticide Use
- 162 Fertilizer Use
- 166 Green Food Purchasing
- * Recycling**
- 30 Waste recycled
- 32 Office recycling rate
- * Waste**
- 34 Waste disposed of
- 35 Hazardous waste produced
- 37 Hazardous waste released
- 110 Waste water released
- * Water**
- 29 Water used

Notes:

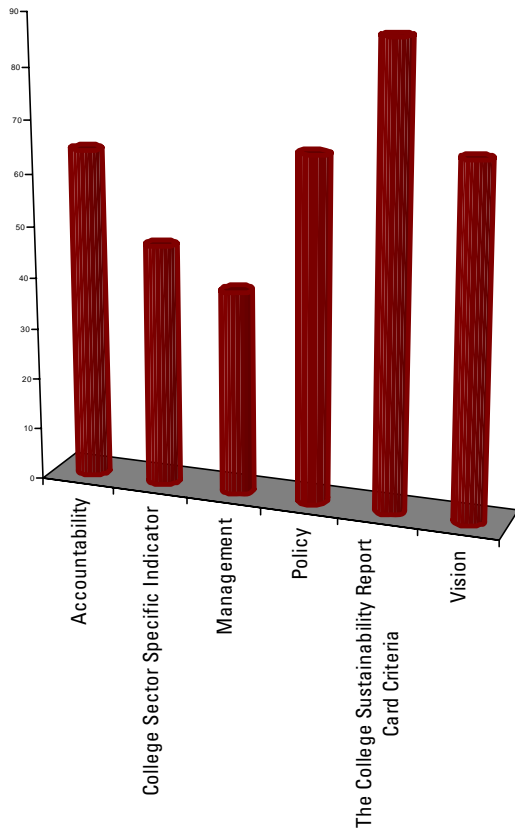
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LIBERAL ARTS COLLEGES

ENVIRONMENTAL INTENT TOPICS

Percent of total possible score for all colleges combined.



- * **Accountability**
 - 4 Report contact person
 - 19 Environmental structure or management
- * **College Sector Specific Indicator**
 - 297 Dormitory/Classroom Waste Recycling
- * **Management**
 - 16 Environmental education
 - 20 Environmental management system
 - 21 Environmental accounting
 - 23 Stakeholder consultation
- * **Policy**
 - 9 Environmental policy statement
 - 10 Climate change/global warming
 - 11 Habitat/ecosystem conservation
 - 12 Biodiversity
 - 13 Green Purchasing
- * **The College Sustainability Report Card Criteria**
 - 289 Climate Change & Energy.
 - 290 Food & Recycling.
 - 291 Green Building.
 - 293 Transportation
- * **Vision**
 - 5 Environmental visionary statement
 - 6 Environmental impediments and challenges

Notes:

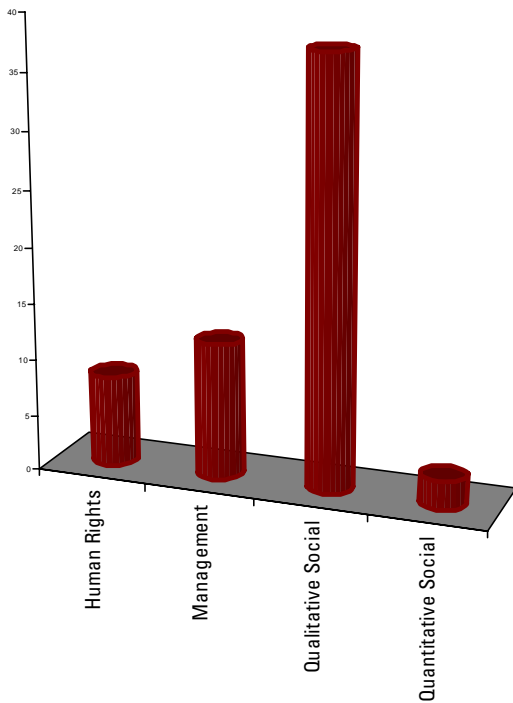
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LIBERAL ARTS COLLEGES

SOCIAL REPORTING TOPICS

Percent of total possible score for all colleges combined.



- * **Human Rights**
- 1 Sexual harassment
- 7 Political Contributions
- 8 Bribery
- 58 Anti-Corruption practices
- 59 Corporal punishment of employees
- 60 Equal opportunity, elimination of discrimination, promotion of diversity, or non-discrimination policy
- 61 Free association and collective bargaining of employees
- 62 Fair compensation of employees
- 63 Forced labor of employees
- 64 Working hours
- 65 Use of illegal child labor

- * **Management**
- 2 Women in Management

- * **Qualitative Social**
- 66 Community Development
- 67 Employee Satisfaction Survey
- 68 Community Education
- 70 Occupational health and safety protection
- 72 Employee volunteerism

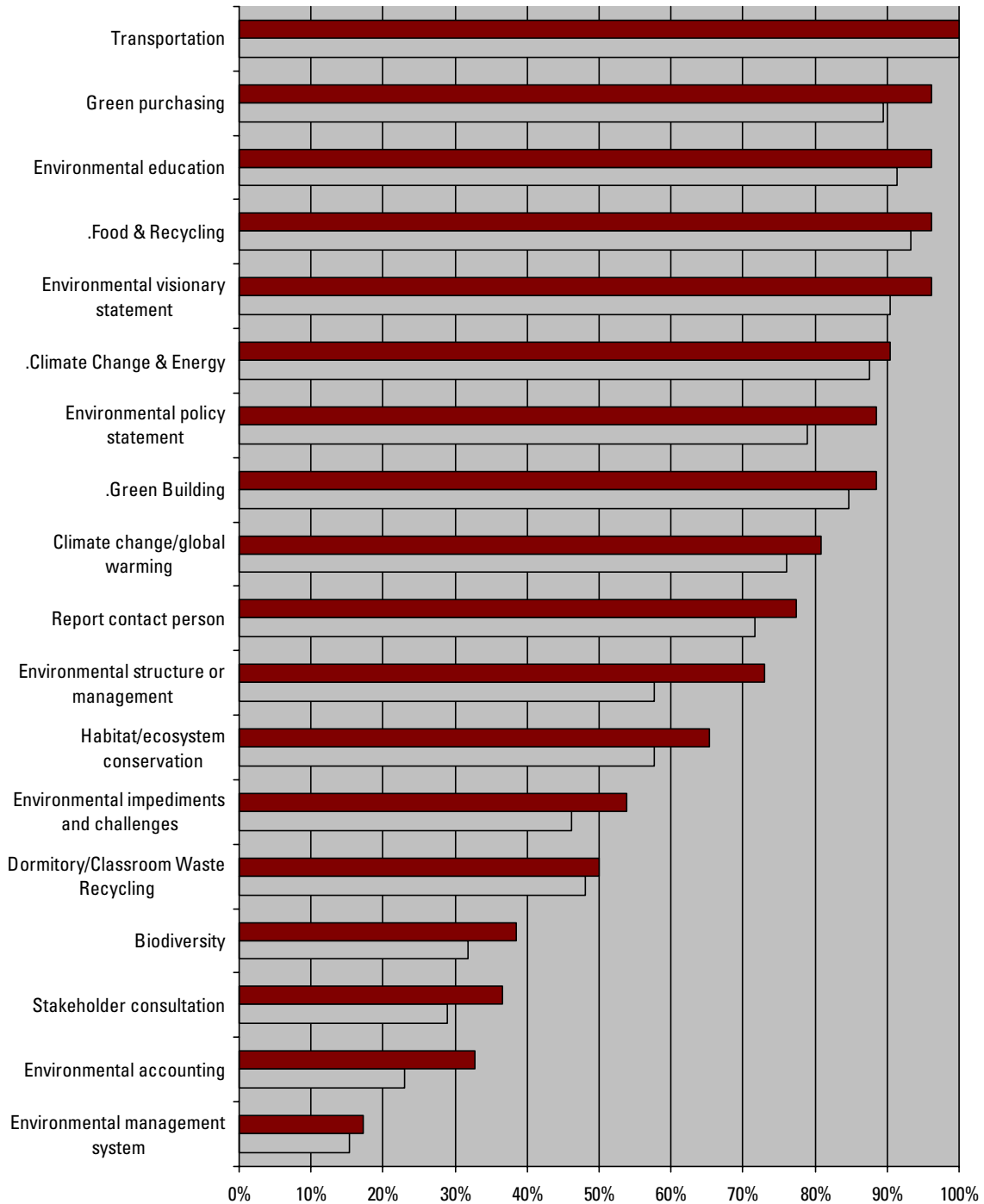
- * **Quantitative Social**
- 3 Turnover Rate
- 74 Recordable incident rate/ Accident indices
- 75 Lost workday case rate
- 76 Health and safety citations
- 77 Health and safety fines
- 81 Social community investment

Notes:

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LIBERAL ARTS COLLEGES ENVIRONMENTAL INTENT ELEMENT OF THE PSI SCORES



= Percentage of colleges addressing the topics
 = Percentage of the total possible number of points awarded to all colleges combined for each topic, indicating the depth of reporting coverage measured by PSI criteria for each topic.

